

Natural Resources Policy

Forest and Wildlife Ecology 515/ Environmental Studies 515
Tues/Thurs 10:30-11:45, Spring 2017, Room A228 Russell Laboratories

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Office hours: Thursdays 12-2pm (sign-up on office door) or by appointment
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Course Themes

This course is an introduction to U.S. environmental policy with a focus on natural resources such as forests and wildlife. The course challenges us to think critically about natural resource policy and investigates the policy-making process, justice, democratic participation, science, economics, and property in policy-making. We begin with the idea that institutions and policies are not a fixed inheritance but are instead choices that are constantly being revised. Students will become familiar with the major laws, public agencies, and stakeholders that have shaped resource policy in the U.S. In order to understand current natural resource conflicts and trends, we will trace transformations in resource governance through the history of the US and delve into specific cases, assessing ecological, social, and economic outcomes. We will explore tools in public policy such as regulation, incentives, and ecolabelling which are increasingly interwoven in the multilayered environmental policy system of the 21st century. The goal of the course is to prepare students to engage in the policy-making process by providing a foundational knowledge of US natural resources politics and policy.

Learning Objectives

The first learning objective is to understand U.S. natural resources policy. Specifically, by the end of this course you should understand:

- 1) The policy process and the major state and federal laws and agencies that shape natural resources policy in the US.
- 2) The implications of natural resource policy and law for justice, accountability, and democracy.
- 3) The role of science and economics in natural resource policy and politics.
- 4) The ownership and control of natural resources on public and private lands.

The second learning objective for this course is to develop advanced skills in professional communication through writing and speaking. This course will fulfill the Communication B requirement.

Participatory Learning, Writing, and Speaking

Active participation facilitates learning. Specifically, students will be expected to:

- Participate fully in class discussions and exercises. The classes will combine lecture with participation in large-group discussion, small group discussion, debate, and short in-class writing reflections. Engagement with the readings and topics is critical to the learning experience.

- Complete three written assignments during the semester. This writing is focused on applications in natural resources policy. Writing and editing are critical tasks for researchers, policymakers, and scientists. Some assignments will include a graded first and revised final draft to build your writing and editing skills. The three assignments are:
 - Write a 2-page professional letter, including a first and final draft.
 - Write a 2-page persuasive comment letter to a relevant legislator, resource agency, or other external audience, including a first and final draft.
 - Write a 2-3 page reflection on attendance at a public meeting.
- Conduct substantive policy research on a natural resource policy topic. This research project involves policy research resulting in a paper and an in-class presentation. Mid-semester, students will submit an outline for a proposed project and initial literature cited, followed by a draft. A library research day will facilitate your group project research.
 - Outline and Literature Cited
 - Interview an Expert, turn in notes and reflection
 - First Draft of Paper (minimum 10 pages)
 - Final Draft of Paper (12-15 pages)
 - Oral Powerpoint Presentation
- Present your ideas and research. Everyone will be graded on at least four presentations:
 - In-class summary of a recent news article or reading
 - First draft of a video presentation
 - Final draft of a video presentation
 - Group project presentation
- Read the assigned texts before each class session. The reading will range from 20-70 pages per class. Students are required to do this reading, and it will lay the basis for much of the class dialogue and learning.
- Meet individually with Prof. Rissman at least once during the semester to discuss a writing assignment.
- Take a midterm and final exam.
- Students who need additional help to improve their writing are encouraged to consult with the UW Writing Center on campus: <http://writing.wisc.edu>.

Evaluation

The course grade will be based on the following activities:

- 10% Class participation (attendance, in-class participation, individual meeting with Prof. Rissman)
- 15% Written Assignments (professional letter, persuasive letter, public meeting reflection)
- 10% Spoken Assignments (summary of a news story or scholarly article; video presentation)
- 15% Midterm
- 30% Policy Project (outline, paper, presentation)
- 20% Final Exam

Late assignments will be counted down one grade (i.e., from A to AB to B) for every day they are late.

Here is how percentages translate into letter grades. Grades are not curved, although I do try to maintain equity from year to year.

A:	94-100%
AB:	89-94%
B:	84-89%
BC:	79-84%
C:	72-79%
D:	65-72%
F:	under 65%

Graduate students are assessed separately from undergraduates. Graduate students are held to a standard appropriate for graduate level work and will complete an individual rather than group project.

Required Texts

Walter A. Rosenbaum. 2016. Environmental Politics and Policy. Tenth Edition. CQ Press, Thousand Oaks, CA.

Available at the UW Bookstore, one copy on reserve at Steenbock Library.

Additional readings are on Learn@UW. Please bring these readings to class to aid in our discussions (printed or on a laptop).

Academic Honesty

In fairness to students who put in an honest effort, cheaters will be treated very strictly. Any evidence of cheating will result in a score of zero on the assignment. Incidences of cheating or plagiarism will be reported to the campus, which may administer additional punishment. Plagiarism includes appropriation of whole passages with or without credit, appropriation of unique words and phrases without credit, appropriation of both main and supporting ideas without credit, and paraphrasing without credit. Plagiarism also includes submitting a paper written by someone else. Ethical research requires that you properly document the sources you use. Even when you do not quote directly from another work, if reading that source contributed to the ideas presented in your paper, you must give the authors proper credit. If you are unsure of how to properly cite sources, ask Prof. Rissman for guidance, or visit the Writing Center webpage.

<http://writing.wisc.edu/Handbook/QuotingSources.html>

For more information on academic misconduct, please visit:

http://students.wisc.edu/saja/misconduct/academic_misconduct.html

Respectful Discussion in a Polarized Time

We have a shared purpose in this class, which is to understand natural resources policy and communicate professional information and personal perspectives with each other. My goal is to create a classroom community where we can talk honestly, openly, and respectfully about the important issues at hand.

Schedule of Topics and Readings

Unit 1: Course Themes

1. January 17. Introduction to Natural Resources and Environmental Policy

2. January 19. Making State and Federal Policy

Rosenbaum Chapter 1

Spotted Owl Case: Cabbage Pages 9-12

3. January 24. Making State and Federal Policy: Process and Politics

Kennedy and Thomas. 1995. Managing natural resources as social value.

Rosenbaum Chapter 2

4. January 26. Making State and Federal Policy: Institutions, Players, Constitution

Rosenbaum Chapter 3

Kubasek, Nancy and Gary Silverman. Constitutional principles underlying the American legal system. Pages 19-33.

Verburg, Steven. 2017. 5 former DNR secretaries slam effort to divide agency. Wisconsin State Journal. January 11, 2017.

DUE Draft of Professional Letter, Assignment 1

5. January 31. Benefits and Harms for Whom? Environmental Justice

Cole, Luke W. and Sheila R. Foster. 2001. From the ground up: environmental racism and the rise of the environmental justice movement. New York University Press: New York, NY. Preface and Introduction Chapters. Pages 1-18.

Rosenbaum Chapter 4

6. February 2. Who Decides? Scientific Expertise and Democracy in Natural Resources Policy and Management

Beierle, Thomas and Jerry Cayford. Democracy in practice: public participation in environmental decisions. Chapters 1-3, Pages 1-20.

Sarewitz. 2004. How science makes environmental controversies worse. Environmental Science and Policy. Pages 385-403.

Video of Scott Pruitt's confirmation hearings to lead the EPA (link TBA)

7. February 7. Natural Resource Economics and Property [Introduce Group Project Assignment]

Rosenbaum Chapter 5

Hardin, Garrett. 1968. The tragedy of the commons. Science. Pages 1243-1248

Freyfogle. 2007. On private property: finding common ground on the ownership of land. Introduction Chapter.

Unit 2: Transformations in U.S. Natural Resources Policy

8. February 9. Historical Overview: Then and Now [**Pick groups**]

Andrews, Richard. Managing the environment, managing ourselves: a history of American environmental policy. Chapter 1

Hays, Samuel. 2000. A history of environmental politics since 1945. Chapters 1 and 2.

DUE Final Professional Letter, Writing Assignment 1

9. February 14. Chloe Wardropper Guest Lecture: Clean Water Act

Chapter 6 in Rosenbaum

10. February 16. Chloe Wardropper Guest Lecture: Water Quality Trading Case

Verburg, S. 2016. 20-year Yahara pact is state's biggest push to keep farm pollution out of lakes. Wisconsin State Journal. May 15, 2016.

Economist. 2012. Blooming horrible: Nutrient pollution is a growing problem all along the Mississippi. The Economist. June 23, 2012.

DUE First Draft VIDEO Assignment

11. February 21. Toxic and Hazardous Substances

Chapter 7 in Rosenbaum

Slater, Dashka. 2012. How Dangerous Is Your Couch? New York Times, September 6, 2012

12. February 23. Library Day. Meet at Steenbock, bottom floor, Room 105

Gorden, Raymond L. 1992. Basic interviewing skills. Chapter 1. Pages 1-8.

13. February 28. Wildlife: Origins and State Government

Price, Jennifer. 2000. When women were women, men were men, and birds were hats. in Flight maps: adventures with nature in modern America. Pages 57-73.

Cubbage et al. Natural Resource Policy. Pages 379-404

DUE Draft Persuasive Letter, Writing Assignment 3

14. March 2. Forestry: Origins, State Government, and Certification

Dana & Fairfax. 1980. Chapter 1-6 Introductions (23 pages).

Cubbage Pages 361-368

15. March 7. Midterm

16. March 9. Native American Law

Cronon. 1983, 2003. Changes in the land: Indians, colonists, and the ecology of New England. Chapter 4: Bounding the Land.

Ali, Rozina. 2016. Will the Victory at Standing Rock Outlast Obama? The New Yorker. December 6, 2016.

17. March 14. NEPA: National Environmental Policy Act

Council on Environmental Quality. A citizen's guide to the NEPA. Pages 1-30.

http://ceq.hss.doe.gov/nepa/Citizens_Guide_Dec07.pdf

DUE Final Video Assignment

18. March 16. Policy Staff from Wisconsin Department of Natural Resources

DUE Final Persuasive Letter, Writing Assignment 3

[March 18-March 26 Spring Break]

19. March 28. Endangered Species Act

Nagle and Ruhl. 2002. The law of biodiversity and ecosystem management. Pages 2-12.

DUE Outline, research questions, literature cited, and team plan for final project

20. March 30. Wolves

Nie, Martin. 2004. State wildlife policy and management: the scope and bias of political conflict. *Public Administration Review* 64(2):221-233.

Kaeding, Danielle. 2017. Congressman Duffy Pushes To Delist Gray Wolf From Endangered Species List. Wisconsin Public Radio. January 11, 2017

21. April 4. Private Lands and Farm Bill

2014 Farm Bill Title by Title Summary

<http://farmbillprimer.org/>

Cubbage, Farm Bill Illustration, page 232

Cubbage, Wetlands clearing Illustration, page 211-213

22. April 6. Public Lands: NFMA, FLPMA and more

Chapter 9 in Rosenbaum

Nagle and Ruhl. 2002. Primer on the law of the forests. In, The law of biodiversity and ecosystem management. Pages 401-410.

Nie. 2016. Two lesser-known reasons to celebrate our public lands. High Country News.

23. April 11. Fire

Steelman, Toddi. 2016. US wildfire governance as social-ecological problem. *Ecology and Society*, 21(4).

USDA. 2015. The cost of fighting wildfires is sapping forest service budget. Blog.
<http://blogs.usda.gov/2015/08/05/the-cost-of-fighting-wildfires-is-sapping-forest-service-budget/>

24. April 13. Energy and Bioenergy

Chapter 8 in Rosenbaum

DUE Draft of Project Report and Powerpoint

25. April 18. Market-Based Approaches (in celebration of Tax Day)

Merenlender et al. 2004. Land trusts and conservation easements: who is conserving what for whom? *Conservation Biology*. Pages 65-75.

Stavins, Robert N. 2003. Experience with market-based environmental policy instruments. Chapter 9 in *Handbook of Environmental Economics*. Volume 1. ONLY READ 358-362 and 416-422.

26. April 20. Climate Change, Clean Air

Chapter 10 in Rosenbaum

Cabbage, pages 218-220

27. April 25. Policy Research Presentations

DUE Public meeting responses, Writing Assignment 2

28. April 27. Policy Research Presentations

29. May 2. Policy Research Presentations

30. May 4. Review

DUE Final Project Reports

DUE Self-evaluation of the group project

Final Exam Sunday May 8, 2:45pm - 4:45pm